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The Times

JANUARY 6 1960

EDUCATION OF GIRLS

WHY NEW APPROACH IS NEEDED

TO THE EDITOR OF THE TIMES

Sir,—The Vice-Chancellor of Manchester University has expressed his disappointment over what the Crowther Report has to say on the education of women. This disappointment will be widely shared, and many will feel that a great opportunity for doing some really original thinking on this subject has been missed.

Such original thinking is long overdue. For too long we have made the education of girls a reflection of the education of boys, and a powerful vested interest in the maintenance of that position has now grown up. This makes it difficult to find leaders of thought in educational circles capable of viewing the problem objectively.

But this must be done, and the time has come when we can no longer delay asking ourselves, in the interests of the nation no less than of the individual, how we can best educate our daughters for a Britain in which there is going to be a preponderance of males over females, in which (as the report points out) the earlier age of marriage and of child-bearing are facts of a direct and disturbing relevance, in which it is increasingly recognized that in the decay of family life we have lost a factor of immense value to the national well-being, in which automation, the shortening of the working week, and other circumstances are going to produce an entirely new employment situation, and in which many young women are already beginning to find that bringing into the world and bringing up a family is not always compatible with a full-time career.

We have not thought these matters out, nor do we know what is the peculiar contribution which women have to make to society in this sixth decade of the twentieth century, in the making of which they are likely to find their truest satisfaction. When we do this we are likely to find the traditional education of girls in need of fundamental re-thinking: timid tinkering with the time-table in the sixth form will be wholly inadequate: what will be needed is an educational revolution. Who is to do this thinking for us?

Yours truly,

M. L. JACKS.

The Four Winds, Pitch Hill, Ewhurst,
Surrey.

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P.N.E.U. School

DURRANT'S PRESS CUTTINGS

29-39, Mount Pleasant, London, W.C.1.

Telephone: CENTRAL 3149 (Two Lines).

Woking News & Mail

Woking, Surrey.

Cutting from issue dated.....

29 JAN 1960

HOLIDAY HOME FOR CHILDREN

When a Byfleet mother of two children who used to take her young children for walks in London parks got 'bored' with this routine and began taking neighbour's children along with her own, she had no thought until this habit became regular and more children were 'left on her hands,' of turning this routine into a commercial project.

Now, six years later, Mrs. Margaret Deane, a trained nurse, and her husband have a highly successful and reputed 'holiday home' for children up to the age of 12 whose parents are living or holidaying abroad. All the year round their huge home at Pipers Hill, Byfleet, is filled with the noises of children, many of different nationalities, who live under one roof as part of a huge family.

About 300 young children have been looked after since the Under-Six Club was started by the Deanes. They have been educated by a P.N.E.U. teacher and attended by a nurse and doctor.

Set in beautiful rural countryside near the canal and open land, where the children have the run of the grounds and the house, the Deane's home has a very happy atmosphere.

Many of the children are sent to their parents during holiday time and return to Pipers Hill with little apprehension about going back to 'school,' knowing that they will always have a very good time.

At the moment there are eight children in the Deane household including her own two, and there is little time to even think of being bored. Included among the eight children are a South African baby and Nigerian and Greek children.

P.N.E.U.
22, Roper Street

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Telephone: CENTRAL 3149 (Two Lines).

Liverpool Echo

Liverpool, Lancs.

11 MAY 1960

Cutting from issue dated.....

GIRL O EDUCATED BY POSTAL COURSE Mother In Court IGNORED ORDER

A New Brighton widow who was said to be educating her 13-year-old daughter through a correspondence course instead of sending the child to school, was summoned at Wallasey to-day for failing to comply with an order by the Local Education Authority requiring the child to become a registered pupil at New Brighton Secondary Modern School.

Mrs. Violet Harrison, of 5 Sandringham Drive, admitted failing to comply with the order and gave the magistrates an undertaking that she would carry it out.

Mr. Alan Bennett, senior assistant solicitor to the Corporation, said it was a somewhat unusual case because so far as the education authorities had been able to find out the girl, who was now aged 13, had never attended school at all, apart from a short period during her early years when she went to a private school.

The circumstances, he continued, came to light towards the end of 1958. An official of the Education Department went to see Mrs. Harrison, who said that the girl was receiving her education by correspondence course. The Director of Education was not satisfied and asked Mrs. Harrison if he could interview the girl to see what her standard of education was like.

Mr. Bennett said that since then repeated attempts had been made by officials of the Education Department to see the girl but without avail.

In March this year an order was made requiring the child to become a registered pupil at New Brighton Secondary Modern School, or at a school nominated by Mrs. Harrison. The child had still not been registered.

"I am unable to help you with regard to the child herself," added Mr. Bennett. "We just don't know. It might be that a correspondence course is quite suitable, but we rather doubt it."

Mrs. Harrison told the magistrates that the correspondence school was one associated with the Parents' National Education Union which she understood was recognised by the Ministry of Education. Until she received the summons she did not realise that she was committing any offence.

"We always dislike having dispute with parents about their children and we are glad to know that you are now willing to send the child to this school and we hope that this will be an end to the matter," said Mr. R. Forster, the presiding magistrate. "You have given the authorities a great deal of trouble, however, and you must pay a fine of £1."

P.N.E.U.

229 p.n.e.u. 154

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Liverpool Daily Post

Liverpool, Lancs.

Cutting from issue dated.....

25 MAY 1960

Lessons at home

SIR.—A recent court case prompts me to write that it is important that parents who for any reason are unable to send their children to school and enter them in the Parents' Union School (P.N.E.U.) should feel that they are in no way infringing the law.

When the local inspectors are satisfied that the child is being efficiently educated through this school, and there are some 300, they are usually allowed to continue, but naturally the parents must follow the programme of work conscientiously, and the child must take the terminal examinations. The Director of the Parents' Union School writes:

"Otherwise we cannot accept the responsibility for their education in the P.U.S. as we must be able to furnish evidence of a full-time education."

It is always explained to members of the P.N.E.U. that they must expect visits from local inspectors to show them everything they wish to see, and unless they are convinced that the child is working satisfactorily they will not exempt them from school attendance. It is true that this school as such is not recognised officially by the Ministry of Education, though the Ministry does recognise the large number of schools which follow the programmes and are tested by our examinations.

H. FRANKLIN (Mrs.),
Hon. Secretary,
Parents' National
Educational Union.

London, N.W.8.

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P.N.E.U. izopneu154

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JOHN O'LONDON'S

54, Bloomsbury Street, London, W.C.1.

Cutting from issue dated.....

'Everlasting tapioca'

The Story of Charlotte Mason:
Essex Cholmondeley. J. M. Dent &
Sons. 297 pp. 30s.

THE stuffy curriculum of a Victorian schoolroom ('everlasting tapioca'); children seen and not heard; few treats; a child's inquiring mind suppressed—this was what Miss Charlotte Mason set about, and succeeded in dispelling.

Born in 1842, an only child, orphaned young, she had discovered her vocation—to teach small children—before she was twenty. During the 16 years spent at the Davison School and the Bishop Otter Training College for elementary teachers, out of a deep, practical, patient, devotion to children, she evolved her philosophy of education (and of life).

Charlotte Mason believed that by training parents and teachers a background of mental and

physical well-being could result for the child. "A healthy mind is as hungry as a healthy body." Widening the interests of under-fed minds; imbuing each thought—and consequently each action—with a spontaneous, nourishing life, was the aim of her educational philosophy.

In 1880 she settled at Bradford. Lecturing and writing both books and essays, she became known for her progressive views. In 1887 she founded the Parents' National Educational Union (P.N.E.U.) which was so successful that in 1891 she gave it a centre at Ambleside in 'The House of Education', where mothers and would-be teachers were trained and gained practical experience by teaching local children. This handful of children was the core round which the Parents' Union School took shape. "It is the children," she wrote, "who have worked the experiment."

Year by year, due to this small, eager, practical visionary, who lived her own philosophy, a liberalising attitude to education spread throughout the country. More P.N.E.U. schools opened; more and more students arrived at Ambleside to train as teachers; Board of Education authorities took note of her methods. In 1895 the Emperor of Japan sent a representative to study what went on at Ambleside. By the time she died in 1923, Charlotte Mason had helped to transform the national scene.

Largely extracts from letters and essays, linked by careful chronological details, this survey of Charlotte Mason's work is at times bitty, and often dry. This is a work of love; not of literature. Small matter . . . a great achievement is recorded.

ROSE THURBURN

PN EU Ed
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29-39, Mount Pleasant, London, W.C.1.

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Glasgow Herald
Glasgow.

Cutting from issue dated.....

3 JUN 1960

Teacher of Teachers

THE STORY OF CHARLOTTE MASON, 1842-1923. By Essex Cholmondeley. 30s: Dent.

CHARLOTTE Mason is known nowadays mainly as the founder of the P.N.E.U. Parents' National Educational Union and of the Charlotte Mason College for training teachers. The P.N.E.U. was originally intended to help parents with the education of their children in the days when most girls and many small boys spent weary hours of rote-learning with ill-educated governesses, and is now mainly concerned with providing a postal course of education for parents unable or unwilling to send their children to school.

Charlotte Mason was an original and gifted educator. She had unusual understanding of the needs and powers of children and a strong belief that only the best would do for them.

She set herself against the common practice (not unknown to-day) of simplifying and writing down for children, maintaining on the contrary that the child could be trusted to take what it could grasp.

First Essential

She made a particular point of cultivating the habit of attention in her pupils, holding it one of the cardinal principles of learning. In fact, many of her observations are as valuable to-day as they were when new, and are well worth reconsidering.

There are several extracts from her writings at the end of this book, and they are much the most

interesting part of it. The rest is taken up with the story of her life. She was the only child of a Liverpool merchant and was left an orphan in poor circumstances at the age of 16.

She trained as a teacher and later with the help of friends founded a college for the training of governesses and teachers. She suffered from poor health for many years at the end of her life but continued to oversee the work of the college and the enormous correspondence connected with the P.N.E.U.

By no means a dull career; nevertheless in this account of it Charlotte Mason hardly comes to life, and only when she is allowed to speak for herself can one understand the admiration and affection she evoked in everyone who met her.

MARGARET SMALL.

Tales about one of Lakeland's eccentric women

AMONG the many famous Lakelanders by adoption, Harriet Martineau was one of the most unusual and therefore one of the choicest subjects for biography.

She did write her own life-story and since her death a number of books have been written about her. The latest is R. K. Webb's *Harriet Martineau: A Radical Victorian* (Heinemann 35s), an enlightening and valuable biography that sets this eccentric woman among the social and political forces of her day.

In spite of much illness she had amazing energy and purpose. Her writings were voluminous and catholic; her wanderings took her to many countries, including America and Egypt; and nearer home she trailed her many guests over fell and dale. She recovered from many of her illnesses through the help of mesmerism and celebrated her newly-found health by moving to the Lakes.

Model or pest?

Her house was The Knoll in Ambleside, here, from 1846, she became what Mrs. Wordsworth called "a model of household economy"; perhaps it should be noted that a few years later this compliment had been ousted by a less attractive description — "She is a pest," the poet's widow declared.

She was soon into the thick of Ambleside life. Legends about her midnight bathing and cigar smoking must be balanced by certain evidence of her philanthropy, her lectures for the local folk on the Holy Land, sanitation, anatomy and Russia, and a multitude of activities, some peculiar, others worthy and good.

For 40 years Harriet was a talking point in polite society, far beyond the limits of Lakeland. Her opinions were always forthrightly expressed and she used her undoubted talents not only to ephemeral journalism but also in novels, children's books, and an astonishing variety of miscellaneous writing. She was vitally concerned for freedom; a liberal who believed in erasing the evils of society by education and benevolence.

Human side

Professor Webb has not swamped the human side of Harriet Martineau's full life by his critical and helpful analyses of the Victorian society of which she was an eloquent member. As a result, his book is for historian, student and general reader alike, particularly those of us who live as neighbours to her old haunts.

Just over the road from The Knoll stands Scale How, better known to us as the Charlotte Mason College.

In *The Story of Charlotte Mason* (Dent, 30s) Essex Cholmondeley has written a fine biography of the remarkable woman who founded the college. Much of the book is in Miss Mason's own words and includes an illuminating conspectus of her ideas on education.

Anyone familiar with P.N.E.U. (Parents' National Educational Union) will know of Charlotte Mason's understanding of children and her insistence on the part that parents must play, her belief in treating the child as a person.

House of Education

Her first visit to Ambleside, the first of many, was in 1864 12 years before Harriet Martineau died. In 1891 she moved there permanently. Her "House of Education" was, fittingly at Ambleside because it abounded in "sources of spiritual in-

spiration." This college began in a small way at Fairfield and later moved to Scale How.

Charlotte loved Lakeland passionately; she explored its wonders and scenery, and has her students keep a Nature notebook. Some of the most delightful pages of Essex Cholmondeley's book are extracts from



these same students' letters; they reveal a profound respect and regard for their mentor. Little wonder that Oscar Browning described Scale How as "a home of laborious peace where the happiest lives are spent by the students."

Charlotte Mason died in 1922, happy in the certain assurance that P.N.E.U. was well established, her principles of education widely accepted, her influence spreading from Ambleside as students from Scale How go out into the nation's schools. This book is an inspiring tribute to a woman of whom people should be proud.

Well thowt on

Just before Harriet Martineau moved to Ambleside, Robert Southey died in Keswick, "well thowt on" as a local said, "but niver a chap as cracked on a deal w' anybody."

The demands of the inmates of Greta Hall kept poor Southey hard at work; no doubt, these responsibilities changed his life more than has been admitted.

Southey certainly did change, as Geoffrey Carnall shows in *Robert Southey And His Age* (O.U.P., 30s), from Jacobin to Tory, from young rebel to orthodox conformist.

Mr Carnall is concerned mainly with Southey's political ideas and his reactions to the events of his time, reactions that earned him the title of "apostate." Did he who hailed the French Revolution with enthusiasm, allow himself to be bribed into Toryism by a pension and the office of Poet Laureate?

"Ugly fellows"

Rightly, Mr Carnall rejects this possibility and sets about tracing the development of Southey, mainly from his many contributions to newspapers, papers and periodicals and his extensive correspondence, never losing sight of the truth that Southey cannot be understood in isolation from the stresses of his own day.

Southey rebelled against the authority of school and was expelled; he rebelled against society and the chance of civil war by planning to establish an ideal community in America; he rebelled against aristocracy, against Pitt, against Methodism.

But by 1811 the bellicose democrat is advocating restriction of the vote, asking for two pistols and a watchman's rattle as a protection against "ugly fellows" as he called unemployed labourers from Carlisle and West Cumberland, championing the Anglican church, condemning the Luddites.

A well-documented and ably written book, it makes rewarding and informative reading.

233pneu154
Parents Educational Union.

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Church Times

7, Portugal Street, London, W.C.2.

Cutting from issue dated 1 July 1960

SAINTLY PIONEER

CHARLOTTE MASON, who died in 1923, was one of those undoubted educational pioneers who somehow never achieve the fame they deserve. Her love for young children, and her successful experience in teaching them, led her to pioneering work in the education of parents. She founded the Parents' Educational Union, and gave most of her life to it, providing it with what became a famous home in Ambleside, and seeing to it that all the many parents who came to her for help in the teaching of their own young children gave them, as their undoubted birth-right, a strong religious foundation for all the teaching they got.

She herself was a deeply spiritual woman, a mystic, a scholar, and something of a saint. Essex Cholmondeley has now written an account of her life, aims and real achievement in **The Story of Charlotte Mason** (Dent, 30s.), which should serve to recall her to many who knew and loved her, and perhaps to rescue her memory from threatened oblivion.

134pneu154 Parents Ed. U.
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Telephone: CENTRAL 3149 (Two Lines).

The Guardian
Manchester.

Cutting from issue dated.....**26 AUG 1960**

Study from the life

by Wilfred Whittle

HEADMISTRESSES hearing at their summer conference this year of girls who in school tests wrote down mere facts "in ill-made sentences" must have wondered if we have advanced since the 1880s, when teachers had to rule classes of 60 or 70 with iron discipline and instilled knowledge merely by question and answer. To anyone familiar with the work of Charlotte Mason, who founded the Parents' Educational Union at Bradford in 1887, it would have seemed very odd that in 1960 headmistresses should suggest, as new ideas, that girls should be encouraged to self-expression by giving short talks on their work, should be given time in school to read quietly alone, and that school authorities should "spend more and more money on books, and not merely textbooks."

For Charlotte Mason, founder also of the Parents' Union School, which from Ambleside directs the work of thousands of children in schools and home classrooms throughout the world, and of the training college also at Ambleside which now bears her name, put forward all these ideas. And at the heart of teaching and learning she put "narration"—in which a child gives back, in his or her own words to the class, the lesson he has learned from teacher or from book. As an unknown child explained to a schools inspector in Leicestershire, "Well, we read, and we narrate, and then we know."

Miss Buss and Miss Beale, because of the famous schools they founded, have kept their fame (what fame greater than an irreverent doggerel?).

and yet Charlotte Mason, their contemporary and founder of a whole philosophy of education, is hardly known. Reading Essex Cholmondeley's "The Story of Charlotte Mason, 1842-1923" (Dent, 30s) one wonders why. In 1903 Miss Mason was urging (as Lord James now urges from his experience at Manchester Grammar School) that "as children and adults we suffer from underfed minds. . . . Love of knowledge is natural to every child. . . . Children should have a good and regular supply of mind stuff to think upon. . . . (They) lap up lessons of life like a thirsty dog at a water trough."

Charlotte Mason, an orphan from Liverpool, rose largely by her own efforts to be vice-principal of the Bishop Otter College at Chichester, the first in England for training elementary school teachers. In 1880, still under 40, she moved to Bradford to teach at a new school for girls, lured by the promise of more leisure for writing (she had already arrived at what she knew was a new "gospel for education" and drawn up a complete scheme of State education), and seven years later the parents of Bradford, fired by her enthusiasm, formed the Parents' Educational Union.

Its kernel was Miss Mason's especial methods of home teaching and training teachers, and in 1892, with the support and advice of a galaxy of the famous—Dr Frederick Temple (later Archbishop), Mrs Boyd-Carpenter (wife of the famous Bishop of Ripon), and of course Miss Buss, Miss Beale, and Miss Anne Clough—the union became national, the PNEU of today. The year

before, the "Manchester Guardian" had recorded the opening at Scale How in Ambleside of the House of Education, for the training of governesses and schoolteachers.

In some ways the influence of Charlotte Mason reached its peak in the years of the Great War and the early 1920s. Then, encouraged by enthusiastic directors of education especially in Gloucestershire and Leicestershire, 175 State elementary schools were following the Parents' Union School programmes of study (Miss Mason laid great store on the practical study of nature, and county schools perhaps especially would find her ideas attractive and useful). Since then the number of local authority schools following the scheme has fallen sharply. Yet many thousands of children, in 146 independent and PNEU schools, still follow the PUS studies sent out from Ambleside, and from the Charlotte Mason College, now affiliated to the University of Manchester, there go out thirty or forty teachers a year trained in Miss Mason's methods.

Perhaps especially abroad, in the lonely posts of Empire and trade, the influence of the PUS has been most marked. This year children in 90 countries, in schools, or in little home groups, are linked with Ambleside by examination and correspondence.

Miss Cholmondeley's book may not be great enough to set the educational world on fire to return to the ways of this most attractive pioneer, but one cannot ignore the judgment of someone such as Dr Bronowski who commented after reading Miss Mason's "A Master Thought" that it was "much in advance of educational thought, then or now."

875 pnc 154
PNC

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Telephone: CENTRAL 3149 (Two Lines).

Westmorland Gazette

Kendal, Westmorland.

Cutting from issue dated.....

9 SEP 1960

The Charlotte Mason College

Sir—I read with interest the paragraph concerning the Charlotte Mason College which appeared in the Gazette on August 26. I would like to point out that this paragraph was misleading in one or two ways. For instance, a training college founded seventy years ago by such a distinguished educationist as Charlotte Mason, and which is known by many in this country and throughout the world, can hardly be adequately described as only "An Old Ambleside Institution."

It is true that the function of the College was, in the very early days, to train governesses but, from the turn of the century, the students began to take posts in independent schools and this work increased steadily during the next four decades.

At the end of the training the Charlotte Mason College Certificate was given to the students after examination and amongst the eminent examiners for that certificate were Mr. Oscar Browning (Professor Compagnac of Liverpool University), Professor W. G. de Burgh (Professor of Philosophy at Reading University) and Professor H. C. Barnard (Professor of Education at Reading University).

In 1946 the Ministry first recognised the College after inspection and in 1950 the College became affiliated to the University of Manchester School of Education. The students, therefore, for the last ten years, have taken the qualifying Teacher's Certificate Examination set by that University. They have also

done their teaching practice in many of the Westmorland education authority schools within reach of the College as well as in Fairfield School, which until July of this year, was the College's own practising school. It is now a flourishing independent P.N.E.U. school for boarders and day children up to the age of thirteen years, but is separate from the College and does not come under the Westmorland education authority.

Now we are looking forward to this new and interesting stage in the life of the College working under the Westmorland education authority, still retaining all that is best from the influence and educational traditions of Charlotte Mason combining with that, we hope, all that is best in modern insights on education.

MARY HARDCASTLE,
Principal,
Charlotte Mason College,
Ambleside.

P.N.E.U.
DURRANT'S PRESS CUTTINGS

29-39, Mount Pleasant, London, W.C.1.

Telephone: CENTRAL 3149 (Two Lines).

Rugby Advertiser

Rugby, Warwickshire.

Cutting from issue dated.....

9 SEP 1960

**A PRINCESS
OF MONACO**

**ON HOLIDAY
IN RUGBY**

**'A WONDERFUL
SMALL TOWN'**

PRINCESS Antoinette, older sister of Prince Rainier of Monaco, and her three children are enthusiastic champions of Rugby—Rugby for a holiday centre, and Rugby for a shopping centre. She herself has spent many happy holidays here in her childhood days at the home of her lifelong Nana Miss Kathleen Wanstall, at 32, Elsee Road, and now she hopes her children will also be able to enjoy happy holidays in Rugby. With this aim in mind she has modernised, redecorated and refurnished her Nana's old home so that it can be used as a holiday base—a base which will always be ready to receive them at a moment's notice because many of their belongings will be there.

Her three children, thirteen-years-old Elizabeth Ann, eleven-years-old Christian Louis, and nine-years-old Christine Alex, were finding, she said this week, after a few weeks in the town, complete freedom. It was just as she found it when she first started her regular holidays here at the age of nine or ten.

SHOPPING BY CHILDREN

"At home—that is at Aix sur Mer, ten minutes from Monaco—the children are never allowed out alone. Nor was I," she told an "Advertiser" reporter this week.

"The children go out shopping by themselves. They each have their favourite shops where, they claim, they get the best newspapers or sweets."

"And in Rugby, too, there is riding. So our lives are ruled by shopping, riding and getting home in time to watch the favourite television programmes."

Princess Antoinette, although a devotee of so many English ways, does not believe in boarding schools for her children. She teaches her two daughters at home herself with the aid of P.N.E.U. instruction but her son does attend Rosée, the Swiss boarding school. "That was unavoidable," she said. "For a boy who has to grow up on the Continent it is obviously a great advantage for him to learn to mix with children of other nationalities. At this school there are 150 boys representing thirty-one nationalities."

BOUGHT IN RUGBY

It is the shops in Rugby about which Princess Antoinette speaks most enthusiastically. Virtually all the furniture, carpets, furnishings and accessories she has needed for her "holiday home" she has bought in Rugby. With the help of a local architect and a builder, not forgetting their wives, the work of modernising and redecorating the house went without a hitch and without any appreciable effort on her part.

Clothes, too, she has bought in Rugby. Clothes for the three children and many articles for herself as well. "The shop people have been so kind and so helpful; if they hadn't what I wanted in stock they offered to get it for me and did so without delay."

"Rugby's a wonderful small town" was her parting comment.

THE EDUCATION OF BRITISH YOUTH—LXXVIII.
CRANFORD HOUSE SCHOOL.



A VIEW OF THE ORIGINAL BUILDING OF CRANFORD HOUSE SCHOOL, WHICH WAS THE HOME OF THE FOUNDRESS, MISS LAURENCE. THE SCHOOL WAS FOUNDED IN 1931.



GIRLS WALKING IN SINGLE FILE FROM THE BARN WHERE THEY HAVE PRAYERS. THE ANCIENT WILLOW TREE TO THE LEFT IS IN THE CENTRE OF THE MAIN COURTYARD.

Cranford House, Moulsoford, is a thriving mixed primary and girls' secondary school, and is to-day, we believe, the largest P.N.E.U. (Parents' National Educational Union) School in the country, if not in the world, averaging 225 pupils drawn from far afield. It is a school which cannot boast of ancestry or tradition, for it was started in a modest way, when a little boy of five was brought for coaching, down the long, lime-tree drive of Miss Laurence's home, a Victorian mansion on the banks of the Thames, midway between Oxford and Reading, in 1931. Soon "Billy" introduced

his friends to Cranford, and it was not long before Miss Laurence, who has always had an intense interest in education and a love of children, found herself with a large class to teach in her old nursery overlooking the lawns and paddocks which stretched down to the Thames. From this beginning the Junior School grew and grew, and when the Second World War broke out Cranford was an established preparatory school. In 1946 Miss Laurence, who was trained at the Charlotte Mason College, now known as Principal, was joined by Miss Shine as Headmistress. [Continued overleaf]

Photographs specially taken for "The Illustrated London News" by Chris Ware, Keystone Press Agency, Ltd.

237p2pau154

CRANFORD SCHOOL: FROM BELL-RINGING TO



(Left.) RINGING THE CHANGES: EVERY SUNDAY THREE GIRLS FROM THE SCHOOL RING THE BELLS OF THE PARISH CHURCH OF ST. JOHN THE BAPTIST, WHICH THE SCHOOL ATTENDS FOR SUNDAY MORNING SERVICE.

(Right.) RELAXATION OF VARIOUS KINDS DURING THE LUNCH BREAK. EMPHASIS IS PLACED ON A WIDE CURRICULUM AND FRIENDLY CO-OPERATION BETWEEN PARENTS, TEACHERS AND CHILDREN IN THIS SCHOOL.



SOME OF THE SCHOOL ORCHESTRA REHEARSING IN THE BARN. AT THE PIANO IS MRS. ELEANOR BARRS, THE SCHOOL'S DIRECTOR OF MUSIC. MISS ANN SWEET CONDUCTS.



THE ENUNCIATION OF TRICKY FRENCH VOWELS: SOME JUNIOR GIRLS LEARNING THE CORRECT MOUTH POSITIONS WITH THE AID OF MIRRORS. THE TEACHER IS MRS. OGDEN.



IN THE SMALL MUSEUM, WHICH CONTAINS, AMONG OTHER THINGS, THIS NIGERIAN ALLIGATOR. MANY OF THE EXHIBITS WERE PRESENTED BY FAR-TRAVELLED GIRLS.



THE PRINCIPAL, MISS LAURENCE, READING THE MORNING LESSON IN THE BARN. THE SENIOR AND BOARDING SCHOOLS WERE STARTED IN 1946 BY MISS LAURENCE AND MISS SHINE.

Continued. and together they started the Senior and Boarding School. This was a time of shortage and permits, and great persistence and determination were needed to achieve the smallest results. Nevertheless, results were achieved so successfully that, first, stabling was changed into living quarters and class-rooms, then the farm barn was converted into a School Hall, so step by step three large houses, all beautifully situated in this small village

on the edge of the Berkshire Downs, were bought and adapted for their present purposes and the School soon received recognition by the Ministry of Education. Since then a large swimming-pool and a science laboratory have been built. Two two-day fêtes were organised, with the help of the parents, to raise the funds, one to celebrate the twenty-first birthday of the School and the other the twenty-fifth. As sport plays a large part in the life of Cranford the

Photographs specially taken for "The Illustrated London

ASTRONOMY: LIFE AT A BERKSHIRE SCHOOL.



(Left.) THE YOUNGER PUPILS ENJOYING THE SEESAW, ROPE LADDERS AND BARS, WHICH INCREASE THEIR CONFIDENCE AND GIVE THEM FUN.



(Right.) SOME OF THE FIFTH FORM GIRLS LAYING TABLES FOR DINNER IN CRANFORD HOUSE. EACH GIRL IS ALLOTTED A PARTICULAR DUTY FOR THE TERM.



LEARNING ABOUT RHIZOMES AND TUBERS: GIRLS BEING INSTRUCTED IN BIOLOGY BY MRS. McMILLAN. SOME GIRLS GO ON TO THE UNIVERSITIES.



A FAVOURITE PASTIME: FISHING ON THE THAMES, ON TO WHICH THE SCHOOL HAS AN EXTENSIVE FRONTAGE. THE SCHOOL IS SITUATED IN PLEASANT BERKSHIRE COUNTRYSIDE.



AN EVENING SEWING AND KNITTING SESSION IN CRANFORD HOUSE DRAWING ROOM. THIS WAS THE ORIGINAL ROOM IN WHICH MISS LAURENCE TAUGHT HER FIRST PUPIL, BILLY HIGGS.



STUDYING THE STARS AND THEIR COURSES: SOME SIXTH FORM GIRLS IN THE LIBRARY. THIRD FROM LEFT IS CHERRY CHAMBERLAIN, THE HEAD GIRL.

swimming-pool has been especially appreciated. A P.N.E.U. School does not differ so very much from other schools to-day, for many have adopted the ideas first formulated by Miss Charlotte Mason, who was the founder of the Parents' National Educational Union. She was a pioneer in the educational world of her day and was the first to realise the urgency of a wide curriculum, friendly co-operation between parents, teachers and children, and the inculcation of

self-discipline. A termly syllabus is arranged for children from five to eighteen by the P.N.E.U. Headquarters, and examinations are issued from and sent to the Headquarters to be corrected and reported on by independent examiners. One of the advantages of this P.N.E.U. method is found in the ease with which children can transfer from Home Class to School, or from one P.N.E.U. School to another in any part of the world, without a break in the [Continued overleaf.]

CRANFORD HOUSE: LIFE AT A P.N.E.U. SCHOOL.



A GOAL! A SCENE FROM A HOCKEY TRIAL WHERE PLAYERS WERE BEING SELECTED FOR THE SCHOOL FIRST TEAM. THE DOWNS CAN BE SEEN IN THE BACKGROUND.



LEAPING FOR THE BALL: A SCENE FROM A NETBALL MATCH. CRANFORD HOUSE COMPETES AGAINST MANY OTHER SCHOOLS IN THE NEIGHBOURHOOD, AND HAS A GOOD RECORD.



DEVELOPING POISE AND BALANCE: GIRLS CARRYING OUT VARIOUS EXERCISES IN A PHYSICAL EDUCATION LESSON. THE MISTRESS IN CHARGE IS MISS G. TREHARNE (LEFT, BY WALL).



WITH CLASS-MATES AS WILLING MODELS: A SCENE FROM AN ART CLASS, WHICH IS HERE BEING SUPERVISED BY MRS. M. P. LAXTON.



BRUSHING TO THE ACCOMPANIMENT OF A GRAMOPHONE RECORD: AN EXERCISE DESIGNED TO KEEP HAIR HEALTHY IN AN ENJOYABLE MANNER.



AT THE SUN-DIAL: (L. TO R.) CHERRY CHAMBERLAIN (HEAD GIRL); MISS LAURENCE, PRINCIPAL; AND MISS SHINE, HEADMISTRESS.

Continued] continuity of their work. At Cranford House these programmes are used to ensure continuous progress in every subject from the lowest to the highest form. The younger forms employ the method of oral narration, stimulating interest and thought, and developing confidence for speaking in public, while later written narration provides training in good and fluent expression. In the Senior School specialists take over most subjects, Form V pupils are prepared for G.C.E. at Ordinary Level and later Form VI for Advanced Level. At Cranford House it is recognised that education in the fullest sense embraces the growth of the whole person, mind, body and spirit. Hence, through the books of master minds in all branches of human knowledge, through many varied cultural interests, and through sound teaching in fundamental subjects, the School sets out to provide a wide, rich curriculum for all its pupils. It offers, too, a training in which a high

standard of achievement and a sense of service and responsibility are given in a natural, happy atmosphere, maintained by kind but firm discipline. So with the passing years the traditions of this School are becoming established, and Cranford proudly watches her pupils blossoming into vital individuals with varied interests and abilities, soundly based on Christian faith and principles, taking their full place in the life of the larger community.

Photographs specially taken for "The Illustrated London News" by Chris Ware, Keystone Press Agency, Ltd.

Teaching a family—where there are no schools

By R. F. LAMBERT

A FATHER with a problem burst into an office in Westminster last spring. He had been offered a job as civil engineer in the British Canteens at twice his existing salary. Only one thing had prevented him from accepting outright. He had three children, aged between four and seven. How were they to be educated, 80 miles from the nearest school?

Miss Winifred Wareham, of the Parents' National Educational Union, pointed out that the only solution was for him, or his wife, to teach the children themselves. Their lack of experience or qualifications was not an insuperable obstacle, since other parents were doing the job successfully under P.N.E.U. guidance.

After going thoroughly into it, the young couple decided—somewhat to their surprise—that the task was within their powers.

Many British families living in remote parts have come to the same conclusion. Every month letters reach P.N.E.U.'s London headquarters from places as distant as Ascension Island, Antigua and Tristan da Cunha, as well as former colonies which are now self-governing.

Legal

Independence in the Commonwealth had done nothing to reduce their number. "Our records suggest that returning government officials have seen more than made up for by engineers, technicians, medical missionaries and others," says Miss Wareham.

P.N.E.U., the non-profit-making organisation which solves the educational problems for so many, was founded in 1888 by Charlotte Mason, a gifted educationalist.

for parents who were interested in their children's education.

Three years later she started the Parents' Union School, a kind of correspondence school for children who were forced for some reason to learn at home. The P.N.E.U. today is making home education possible—and legally permissible—for some 500 children in the United Kingdom and 600 abroad.

Interest

That, however, is only one side of the work. P.N.E.U. advocates not merely a system of home education but a system that is universally applicable. This is being used today in more than a hundred schools, with many thousands of pupils, in all parts of the world.

How can the system be summed up?

"We believe," says Miss Wareham, "that all children are individuals needing individual attention. Consequently each pupil has a separate plan of work drawn up for him. This can be of exceptional value to children who have become unbalanced through some mental or physical handicap."

To enable it to form a clear picture of each home-educated child, the school requires details which include an assessment of his appearance, character and powers of observation and an outline drawing of his hand.

Advantages

Charlotte Mason also believed that any child can develop remarkable powers of concentration through early training. This is done by making it write or "tell back" what it has grasped from a single reading.

The child educated according to P.N.E.U. principles thus not only avoids having to "learn" by several readings but does not even go end-of-term revision. Findings by independent examiners prove that the system really works.

For the parent-teacher it has many advantages. It raises the importance of the actual books, which are chosen mainly for their literary merit. It eliminates much laborious and distasteful repetition. And it requires such concentration that only short hours of work are possible, allowing for considerable adaptation in different conditions.

In tropical countries for instance, the child usually completes his serious studies in the early morning, devoting the evening to handicrafts and nature study.

Important

But are the average parents really capable of educating their children?

"It depends," Miss Wareham admits, "on themselves—or more usually, since the father is already working, on the mother herself. But the mother who can master and explain the subject matter and maintain discipline should not find it too difficult."

The age of the children is also important.

To take a child through O.C.E. requires fairly high academic qualifications. Most sensible women, on the other hand, can cope with children till the age of 11 or 12, when Latin and mathematics grow ever complicated. Above

that age, however, many children are sent home to school. There are other possibilities if this cannot be done. A mother who is qualified may take on her neighbours' children as well as her own. A father, or some other man living nearby, may be able to help with subjects which are beyond the mother's scope.

A third possibility, recently resorted to by six families living in Antigua, is to club together in order to engage a governess trained on P.N.E.U. lines.

Such governesses are running these tiny schools in unlikely spots all over the world, often at the employer's rather than the parents' expense. Their pupils are found to be at no disadvantage when they go on to standard school in the United Kingdom.

Suggestions

Not all home schoolrooms are successful, of course. Sometimes an over-enthusiastic parent spoils things by letting the child work longer than the prescribed hours. Sometimes, after the excitement of starting, she finds she lacks the mental resources to carry on.

Again, she may feel that her son is not getting enough companionship. "If there is a school at hand we advise the mother to use it, even though the curriculum may be somewhat narrow," says Miss Wareham. "We can often correct this by our library books and suggestions for further reading."

Household duties, which would deter many women at home from teaching their children, are not a serious difficulty in countries where servants are plentiful.

"Some wives find in home teaching a salvation for themselves as well as their children," says Miss Wareham.

A mother in Northern Rhodesia grew so interested in preparing the next day's work that she was annoyed when neighbours interrupted her.

Since home schoolrooms are primarily for children who cannot go to school in the ordinary way, they are used in the United Kingdom mainly for those living in isolated spots.

Another class consists of children with a special bent—perhaps for music or acting—which the normal curriculum would not give them an opportunity of developing fully. The Ministry of Education approves of these home schoolrooms provided the programmes are properly followed.

Available

Both at home and abroad, however, P.N.E.U.'s most important work is being done not in its home schoolrooms but in its many schools which are open to the public. In some parts of the world these schools are exercising considerable influence on local educational opinion; they are inspected by the authorities and accept pupils of all nationalities.

Some parents show a surprising lack of knowledge of our way of running things," says Miss Wareham. "One father, for instance, insisted on offering more than the prescribed fee because he was convinced that the more he paid the more his son would be taught."

A better knowledge of English ways of thought, as embodied in P.N.E.U.'s teaching, is widely available throughout the world.

PNEU

139pneu154

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The Times

Printing House Square, London, E.C.4

Cutting from issue dated..... 15 JUL 1961.....

TWO EDUCATION GROUPS AMALGAMATE

The Parents' National Educational Union and the Charlotte Mason Foundation have amalgamated, keeping the union's title, it was announced yesterday. The union was founded by Miss Mason, the educational reformer, in 1888 to spread her methods and principles of education. The foundation was formed in 1950 to manage three schools which she founded.

PNEU 140pneu154

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Cutting from issue dated..... JULY 1961

Overstone's New "Head"

OVERSTONE School will have a new headmistress when the school year begins in September. She is Mrs. Ann de Frisching who was introduced to pupils and parents at the school's recent Speech Day.



Miss Plumptre



Mrs. de Frisching

Mrs. de Frisching is the wife of a colonel in the Swiss Army with a son at Cambridge, another at Winchester, and a daughter who has just left Roedean.

Mrs. de Frisching was herself educated at Roedean and Girton, Cambridge, where she took high honours in the school of modern and medieval languages.

She has had a varied and distinguished teaching career, both in this country and abroad. Among other posts, she served for ten years, successively, as assistant mistress, vice-principal and principal of St. George's School, Clarens, Switzerland.

More recently, she has been headmistress of Bredenbury Court, the preparatory school for Cheltenham Ladies' College.

Overstone School is owned by the Charlotte Mason Schools Company, and was founded 31 years ago by the Hon. Mrs. Franklin as a member of the Parents National Educational

Union of which Charlotte Mason was the founder.

Miss Eileen Cecilia Plumptre, the present headmistress, reached her retirement this summer and at the Speech Day many warm tributes were paid to her invaluable work.

Heard Yesterday

AFTER the service at the village church, the rector was approached by a gushing woman.

"You can never know what your sermon meant to me," she said. "It was like water to a drowning man." PENELOPE.

J41pneu154

P N E U

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The Times

Printing House Square, London, E.C.4.

Cutting from issue dated.....

18 APR 1963

INDEPENDENT EDUCATION

Sir,—On Tuesday, April 9, you were kind enough to report part of my speech at a recent conference at Oxford on The Future of Independent Education. Will you allow me space to correct the slightly mistaken impression concerning the spirit in which I tried to discuss a problem on which much can be said for both sides.

I was concerned to mention three of the arguments in favour of having an independent stream of education, which often go by default.

First, the principle of parental choice was most wisely written into the 1944 Act, and to spend one's savings on securing a better education for one's children is a legitimate and praiseworthy act. If it were not, education would become a forbidden form of expenditure, like narcotics; nor could any school with a special emphasis such as P.N.E.U., or with a specifically religious basis, be founded or maintained unless a local education committee were prepared to spend public money on it.

Second, the particular emphasis fostered by many Public Schools—namely a somewhat greater concern with discipline, community spirit, readiness to accept responsibility and an opportunity of laying a firm foundation of the Christian Faith—is a valuable service to the community. In my experience, the really decisive inducement to many parents to pay high fees is the wish to secure this emphasis for their children.

Third, that good socialist Lord Lindsay of Birker selected as the basic principle of democracy that the government "should encourage and protect the voluntary activities of men and women in society". To deny parents the chance to pay for voluntary educational experiments because these experiments are too successful seems to me to be bad in itself and to sharpen the tension between liberty and equality.

To many people these arguments appear stronger than the claim to reduce everyone to an absolute equality of opportunity. None the less Independent Schools should, I believe, broaden their entry and go out of their way to volunteer more cooperation with the State System.

Yours faithfully,

A. N. GILKES, Director, Public
Schools Appointments Bureau.
17, Queen Street, Mayfair, W.1.

P.N.E.U. School
DURRANT'S PRESS CUTTINGS

29-39, Mount Pleasant, London, W.C.1.

Telephone: CENTRAL 3149 (Two Lines)

Mid Sussex Times

Haywards Heath.

Cutting from issue dated **12 JUN 1963**

**Project Which
Dates Back To 1927
NEW P.N.E.U. SCHOOL
HALL OPENED**

A project which dates back to 1927 came to fruition at the P.N.E.U. School, Burgess Hill, on Thursday.

The magnificent new school hall, which has cost about £20,000 to build, was formally opened in the presence of a large gathering by Lady Brabourne who, with her husband, is joint President of the P.N.E.U.

The hall has a seating capacity of about 450 and includes an extensive stage.

Presiding was Mr. M. L. JACKS, A.S., the former Chairman of the Charlotte Mason Schools Company, who played an important part in bringing the new hall into being when he visited the school about 1958.

The help given by Mr. Jacks was particularly referred to by Miss M. A. MORRIS (Headmistress) when she welcomed the company at the opening ceremony, which she described as being a very proud occasion in the history of the Burgess Hill P.N.E.U. School.

Miss Morris expressed great pleasure at the fact that Lady Brabourne was going to open the hall and that Mr. Jacks was presiding. She said it was a particular joy that Lady Brabourne was present to perform the ceremony, not only because of her long connection with the P.N.E.U., but because of the very warm interest she had always taken in the Burgess Hill school. They asked Mr. Jacks to take the chair because when he was Chairman of the Charlotte Mason Schools Company he gave new life to the project for a new hall, which dated back to 1927.

Miss Morris remembered that when Mr. Jacks came to the school he discussed with her various small points in connection with the maintenance of the buildings. When they had been on a tour of the building he sat down and said: "Is there not some big thing you need?" Miss Morris said she replied that they did need a school hall and Mr. Jacks declared: "Then you must have it."

"Now we have it and here is Mr. Jacks in the chair," Miss Morris remarked.

She stated that Mr. Jacks had been succeeded as Chairman of the Charlotte Mason Schools Company by Miss Charlesworth, C.B.E., who was unable to be present that day but hoped to visit the school later. She sent her congratulations.

**A FRIEND OF CHARLOTTE
MASON**

Miss Morris welcomed also the Hon. Mrs. Franklin, aged 97, who was a friend of Charlotte Mason and a devoted worker for the P.N.E.U., and Miss Moore (Vice-Chairman of the Charlotte Mason Schools Company).

In welcoming Mrs. Bridgman, the newly appointed Chairman of Burgess Hill Urban District Council, Miss Morris claimed that there was a link between that lady and the P.N.E.U. School. Mrs. Bridgman was only the second woman Chairman the council had had and the first one was Miss P. S. Goode, who worked with her sisters at the school for many years.

Miss Morris said her last and warmest word of welcome went to Miss B. M. Goode, who founded the school, and Miss Gillies, who was the speaker's predecessor as Headmistress. "But for Miss B. M. Goode and Miss Gillies, not only would the hall not be here to-day, but the school would not be here either," Miss Morris said. She extended to the whole company a warm welcome to the beautiful new hall.

this is the miss to miss

hall.

Mr. JACKS associated himself with the welcome extended by Miss Morris. He was quite sure that the Governors, for whom he spoke that day, would like him to say that they were extremely glad to see those present on what was for the school quite an historic occasion. He said that on his first visit to the school he realized the need of a hall and heard something about the long preparations which had been going on towards that end. He believed that every school should have a beautiful and dignified hall and he thought that if Charlotte Mason was there that day she would very much approve of what was being done.

Mr. JACKS thanked all the people who had contributed towards the hall, saying that there were a great many of them going back a great many years. In particular, he thanked those who had contributed to the appeal fund for making the building of the hall possible. Mr. JACKS included in that expression of gratitude all those who would contribute after the proceedings were over, for the fund was still open. He acknowledged the efforts of the girls who over the years had contributed something like £1,000 as a result of entertainments and all kind of undertakings.

Mr. JACKS also thanked the architects (Sir John Brown, A. E. Henson and Partners) and the builders (Whyatt Building Ltd.), who were represented at the opening ceremony, and the Old Girls' Association, who had contributed the table and chairs on the platform in memory of the late Misses Ada and Patty Goode, the sisters of Miss B. M. Goode.

WELL WORTH WAITING FOR

Lady BRABOURNE said she knew from personal experience what it was like to have to raise £20,000 for a project such as the new hall. She observed that it was a lovely hall and said: "You feel that you are sitting in a garden with a sort of a shelter over you, which is a marvellous way to build a hall."

Lady Brabourne thought that school architecture had improved and at last the stage had been reached when people were allowed to look out of the windows. A hall such as that one was well worth waiting for, she said, and she was sure that Miss B. M. Goode must be feeling very pleased and happy that day. Miss Goode's work had been amply rewarded and she was there to see the hall for herself.

Lady Brabourne considered that one of the most wonderful tributes to the P.N.E.U. School at Burgess Hill was the fact that in 57 years there had only been three Headmistresses. There could not be many other schools which could equal that record. She had wanted for a long time to visit the school, but she never thought that she would make her first visit to open a new hall. It was certainly an occasion which she would never forget. She thought that the school were going to achieve great things in the future with the hall.

Lady Brabourne referred with particular pleasure to the presence at the ceremony of the Hon. Mrs. Franklin. She then declared the new hall open.

A vote of thanks to Lady Brabourne was proposed by CAROLYNN ARCHER (head girl), who called for three cheers.

A gift was presented to Lady Brabourne.

Tea was served on the lawn.

DAY-BOARDING SCHOOLS

DR. HAHN'S PROPOSAL

"The disaster at Notting Hill would not have occurred if fraternities and young rescuers had been operating in the district."

Dr. Kurt Hahn addressed the Parents' National Educational Union at their annual general meeting in Church House, Westminster, on Monday.

He described how young people must be given the challenge of rescue work. It was no good relying on the permanent effects of courses like those of the Outward Bound Trust. "The good resolutions will evaporate unless young people are given a challenge in their home life." He advocated "active Samaritan work." There were a number of excellent rescue organizations. He cited, among others, the National Sea Patrol of America, the beach guards of Australia, and the various Red Cross organizations.



Dr. Kurt Hahn.

The trouble was that in Europe it needed a special effort to get boys and girls accepted into rescue organizations. But if "boys consider themselves men, use them as men." After the "drama of ignition" provided by rescue work of this sort, they should become enthusiastic for less spectacular social rescue work. For this the existing rescue organizations could be expanded, and new ones could be founded.

Dr. Hahn was also deeply concerned with refashioning the school so that it could share some of the responsibilities of parents. This was the point he only touched on in his speech, but on Tuesday he amplified it to your Correspondent.

He explained that he believed "day-boarding schools" could play a most valuable part in our educational system. Ideally they would consist of 11 houses, each providing separate studies for children to work in, and offering various opportunities for activities out of doors. In the afternoon there would be organized games or other communal activities. Lessons would continue in the late afternoon and the school day would conclude with a high tea at about 6.30 p.m. Some of the children would stay on for optional drama and debating courses.

The staff for these houses could be divided into four groups. There would be conventional masters who might teach 25 hours a week; housemasters who would teach less but be on duty for as long as 10 hours a day; researchers with a special passion for a particular subject; and, lastly, craftsmen and experts. Dr. Hahn said he thought that this country would not find it difficult to find teachers of this sort. He was immensely impressed by the response of staff at grammar schools to his ideas. The problem now was to get a school—perhaps an independent or direct-grant grammar school—to start the experiment.

REVIEW

We are grateful to the Hon'ble Mrs. Franklin, C.B.E., (Past President, N.C.W.) for the following Review of "Elizabeth Cadbury, 1858-1951", A biography by Richenda Scott, published by Harrap. Price 12/6d.

With such a subject as Elizabeth Cadbury, D.B.E., M.A., J.P., it is not surprising that Dr. Richenda Scott has produced an entrancing biography. We read of a great philanthropist, a great administrator, a life-long worker for peace and the social betterment of humanity, and above all a loving, wise mother, grandmother and great-grandmother. We are given the background of a beautiful Quaker home, though strict in its observances, no theatres, no operas, but fun, walks and athletics of all kinds. Elizabeth was also a lover of poetry and music (an accomplished organist) and she maintained her physical powers to the end. We are told of cold baths and swimming up to the year of her death at the age of ninety-three. She had to endure much physical pain and the inevitable loss that accompanies a long life but she never failed to keep an engagement, nor to give of herself to her numerous undertakings. Called by a loving husband, twenty years her senior, to mother his five young children and to add to them six of her own, we delight to realise how her many public duties only stimulated her in the role of home-maker. Her early love of education is shown us by Dr. Scott who tells how she taught her younger brothers and sisters with great success. At ninety-two, we are told that Dame Elizabeth could still capture and hold the interest of children in the Bourneville schools where it was her pleasure to attend the morning assemblies. 'Something of the zest of living, of the exciting enjoyment of simple things which would turn each day into an adventure, passed from the old lady to the youngest child in her audience'. One would wish to quote much from this delightful account of a long life nobly spent and illumined by a living Faith. We commend it most warmly to readers who will find in it inspiration as well as a most interesting account of the social and political movements of the age in which Elizabeth Cadbury played so important a part.

H. FRANKLIN.

GOOD WORKS *i45pneu154*

RICHENDA SCOTT: *Elizabeth Cadbury, 1858-1951*. Harrap. 12s. 6d.

In some ways it must have been an easy task to write a biography of Dame Elizabeth Cadbury, for she was a good and intelligent woman. But the subject has its difficulties. As Elsie Taylor, she came of an enormous London Quaker family, being one of ten children and having about eighty cousins. When she married George Cadbury, the wealthy chocolate manufacturer who was building up his business in the country outside Birmingham, she took on five step-children, and she then had six children of her own. Both before and after marriage she had a multitude of acquaintances. She travelled to a vast number of conferences and concerned herself with most of the charitable works of Birmingham. She lived to the age of ninety-three and her family and good works increased to vast proportions. Altogether the complications of such a long and rich life might have led to an unwieldy mass of detail.

Dr. Scott begins by assaulting the reader with a battery of ancestors, which may discourage him, but afterwards she manages her material skilfully. She divides the life into various aspects—"In London," "Courtship and Marriage," "Religious Experience and Faith"—so that her subject is seen in a series of situations. Dr. Scott also sketches in broad backgrounds, such as the—to her mind—

unsatisfactory development of Quakerism in this century.

Something of Elizabeth Cadbury's unusualness comes through the life—as, for example, her belief that much could be learned from Mohamedanism. Something of the energy which led her to attend a conference in India at the age of seventy-eight can be guessed. But because she was much revered and loved, and has been dead only four years, Dr. Scott tends at the end of her life to make her something of a wax-model figure. She is too effusive about Dame Elizabeth's family relationships: we hear of her "chuckling" over a new arrival. The nearest the author comes to criticism is in saying that she might have grown into a despot in her old age but did not. She mentions few endearing personal habits, though she does remark that Dame Elizabeth took a cold bath every morning and in all weathers wandered round her grounds before she went to bed. The reader would have liked more of these details and more of the very lively letters and talk.

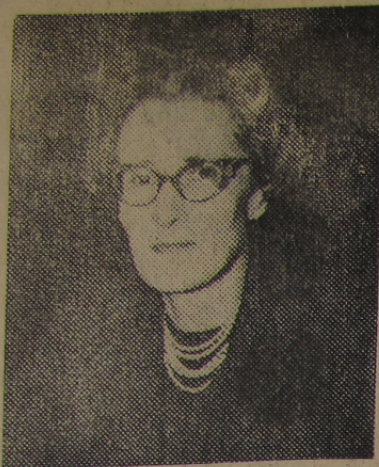
On the whole the biography is warm-hearted, sensible and readable. It is written to catch the interest of those who possibly know little of Quakerism and Birmingham but are curious about the social and political climate of the past hundred years. The illustrations include some intelligent faces and some very ugly fashions.

FUTURE ASSURED *£46pneu154*

The future of Cranborne Chase school for girls, which had been seriously threatened because of unexpectedly heavy expenses incurred in its move last September from Wimborne, Dorset, to Wardour Castle, Tisbury, Wiltshire, is now assured.

Mr. J. A. R. Staniforth, acting chairman of the board of governors and a London businessman, said last week that the minimum target of £110,000 necessary for the school to continue had been passed.

Mr. Staniforth said that support from parents had been considerable—in cash gifts, deeds of covenant and long-term, interest-free loans—and he hoped still more gifts and covenants would be forthcoming. Sir Bernard Waley-Cohen, the Lord Mayor of London, who has a daughter at the school, was among the parents who called meetings to raise money. Some £65,000 had been raised by March 16, and the remaining £45,000 had had to be raised urgently to avoid “drastic steps” being taken, Mr. Staniforth said.



headmistress

BY STRAHAN SOAMES

MRS JEAN FORT, the headmistress of Roedean, is tall, elegant, and sophisticated. She is 47 and is the mother of five children. She has blue eyes, fashionable spectacles, a strong thin face, and a firm mouth. She speaks very quickly. She has an air of competence and of dignity which gives her an almost intimidating presence. She moves like a young woman; and as we talked she swung her swivel chair occasionally in swoops as if she were enjoying the ride. She is easy to talk to, voluble, funny about herself. At intervals she threw out the unorthodox aside ("You'd better not print that"). She is a polished woman: she would know what to say and do at a diplomatic reception, or indeed at the women's institute; but at the women's institute you feel that in six months she would be the chairwoman.

She saw me in her study at Roedean—the school building being a vast, uninhibited exercise in late nineteenth-century Gothic, ornamented with pebbledash and topped with cupolas, and looking as if it were the offspring of a solemn marriage between a Victorian railway hotel and a Scottish baronial castle. The many windvanes with which it is decorated frisked merrily in a Force 6 wind blowing straight off the Channel over the lacrosse fields. The headmistress's study is sombre in panelled wood; but on the light green wall at which she looks ("It used to be covered with notice boards, but I took them down") there burns a Dufy print—gay, yellow, with playful boats and liquid, flapping sails.

Mrs Fort said that her childhood was very happy. She has a younger sister and a brother, but she was used to being with a great many children, for her grandmothers were very

hospitable and the family used to gather at their houses. She went to school at Benenden (it is the same sort of school as Roedean), and she said roundly: "I loved it." She explained that she was not a scholar, but "reasonably good at anything." She went up to Oxford in 1933, read history (her special subject was nineteenth-century industrial relations), took a diploma in education, and taught for two years at Dartford County School for Girls. In 1940 she became a temporary civil servant, and was for some time the personal assistant to that heroic opponent of official English Sir Ernest Gowers. While working for him she met her husband, Richard Fort. He was an old Etonian, a chemist who worked for ICI, and was for nearly ten years the Conservative MP for Clitheroe. He was killed in a car crash in 1959. Her family consists of four boys (three of them are at Eton) and a 4-year-old girl. She became the headmistress of Roedean last year, not having worked since her first child was born.

I asked her whether they had considered not sending the boys to a public school, and she said: "Oh, yes. My husband had been at Eton, but we did consider whether in fact we might not be handicapping them by sending them to a public school. But we eventually decided to send the boys to Eton, being convinced that this was the best that we could do for them." She is quite open-minded about a school for her daughter, but said that she would have to board, as she could not very well go to one school to work and return to another to sleep. (Her daughter is now looked after by a nanny at Roedean.)

I inquired why she had applied for the job at Roedean, and she said that her first reason was simply that she was qualified for it. She had

remained interested in education: her father-in-law had been the second master at Winchester, and her husband had been the parliamentary private secretary to Florence Horsbrugh at the Ministry of Education. She had applied for the job at Roedean because she knew of the school as one of good academic standing. "Oh, no. I was quite content and happy as I was. It was extremely interesting to play some part in my husband's career. There was no question of being frustrated."

Mrs Fort said that she might have tried political work (she would have been formidable at this), but decided that teaching was the only job satisfying in itself that could reasonably be combined with a family life. She has kept on her home at Twyford in Berkshire, and lives there with the children in the holidays, but this arrangement would not be possible if her mother did not live next door. ("You know, somebody else to take them to the dentist before they go back to school.") She feels that there is no clash between her two lives. "Nor, I think, do the children." Her boys had been rather surprised at her launching out ("They never thought I could do anything"), but they now accepted it; they had never suggested that she ought to stay at home. "If they know," she said without emotion, "that you care about them more than about anything else, it doesn't matter what you do."

Her welcome at Roedean, and by other headmistresses, was "extraordinarily friendly." People had gone out of their way to help and encourage her: "Everyone seemed so determined that, having started, I shouldn't fall flat on my face." She attributed this partly to the fact (it was her first outburst of feminism) "that women are more generous than men."

Mrs Fort refused to be drawn on the public school system: "I am happy about it and that it plays a useful part in the peculiarities of English life." When I suggested that schools such as Roedean—the fees are £480 a year—perpetuated the class system, she said that criticism of this kind was meaningless and quite irrelevant. She thought that Roedean had as many scholarships as any other school of this type, and that anything to keep it less in a watertight compartment was beneficial: "Roedean has never at any time been a snob school. Nearly all the children come here to get a good academic education."

"The idea is not to up them in the social scale. Most of the children go for professional training after they leave here, and most of them now stay until they are nearly 18." I also suggested that a public school might suppress individuality. She replied that she did not think this to be true of Roedean: "In a girls' school you can't enforce anything except by consent—you can't beat them like boys." She also thought that this problem arose less in girls' schools, as girls "are more realistic, more practical than boys."

Although I found some of Mrs Fort's views difficult to stomach, I have nothing but respect for her; I am, indeed, full of it. She answered all my questions squarely (she might, on second thoughts, have been too direct for political life). I find her transition to the academic life to be not only brave but admirable; and I have no doubt that Roedean has already felt the good effect of it. Before I left I felt that I knew her well enough to ask my silly question: "Do you find St. Trinian's funny?" "Indeed I do," she said, laughing. What more could one ask of so important and likeable a headmistress?

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NURSERY CRUSADE

by Jean Soward

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WHEN young mothers are given the chance to air grievances, they speak of the difficulties of travelling in buses and long distance trains; about shopping in big stores; about the lack of standardisation of sizes in children's clothes; about the design of prams—but most of all they complain about the lack of pre-school crèches, nurseries, nursery schools. This was shown at a conference organised recently in London by the National Association of Women's Clubs, for the eloquence of the mothers became a flood unleashed when this topic was raised.

"Mrs Belle Tutaev is my Sylvia Pankhurst," said one mother. Mrs Tutaev wrote to the "Guardian" last August about the need for mothers to get together to provide their own nursery facilities, since the Government would not, and had a big response from readers. In September she founded the Pre-School Playgroups Association, an organisation of parents of children aged from three to five, with a small group in her own area, London W1. This has inspired the formation of 30 similar groups throughout the country.

In the scheme she has evolved each group under a district organiser, hires suitable premises, generally a church hall, and then, blessed but not aided financially by the local authority, takes charge of up to 20 3 to 5-year-olds for two and a half to three hours of community play, morning or afternoon.

The "organiser mother," who must have had some sort of training—as a nurse or teacher before marriage and motherhood, for example,—takes daily charge of the group and is paid for her services; the other mothers take duty as volunteer "assistant organisers" on a rota system. Cost of attendance varies in accordance with the price of hiring suitable premises. In Mrs Tutaev's own group, for instance, the charge is 2s 6d per child per session.

Mrs Tutaev began her crusade last June, when her small son, having gone to his first school, left 3-year-old Mary Ann Tutaev alone, and lonely, at home. "I couldn't find a nursery school for her in the area—at least nothing which was financially or socially possible," she explained. "There were two to choose from: one wanted 20 guineas a term for three mornings a week, and was filled with frilly little things who came along with their nannies in shiny limousines; the other was a local authority nursery, quite free, and perfectly suitable—the only snag was that there was a waiting list of a year and a half."

It took three months of hard work, battering on Ministerial, local authority, and child welfare association doors, to obtain official sanction for her scheme and get the first group started. But as soon as word got about the idea snowballed, and Mrs Tutaev is now faced with even harder work, answering letters, advising interested mothers on how to start similar groups in their areas, addressing meetings, and compiling the association's monthly news letter, which takes up all her spare time and many of the hours when she might normally expect to be asleep.

Said her husband, who also works at home: "We need a second telephone, a second desk, a second typewriter—and I need a second wife. . . ."

But, in the absence of a free State nursery or a private establishment at a reasonable price, this voluntary self-help nursery service seems to work. "We find it provides our small children with a much needed social life," said Mrs Tutaev, "and participation in pre-school community group activities lessens the emotional shock many children suffer when at five they are wrenched away from their mothers' apron strings, many for the first time in their lives, to go to primary school; also it gives mothers a couple of hours' freedom

in the mornings or afternoons—that is, when they are not doing duty as assistant organisers."

Requiring as they do Ministerial sanction in order to function at all, the Pre-School Playgroups Association soft pedals the needs of the contemporary young mother for time to be a normal, selfish adult human being, "free for an hour or so from the prattle of tiny voices and the patter of tiny feet," as one otherwise doting mother put it, and stresses the needs of the child for this "social life" and "community experience" at as early an age as possible.

Also, in order to comply with local authority regulations attaching to the formation of such groups, the association members have to make sure that in areas where groups function in the morning and afternoon the same children are not admitted to both sessions. In this way there can be no question that participation will leave individual mothers of young children free to take a job of work outside the home.

"We want to emphasise that we are not representing women who are looking for a dumping ground for their children," said Mrs Morgan Phillips, who took the chair at the Young Mothers' Conference, firmly. "We are simply trying to fill a social welfare vacuum which the local authorities, backed by the Ministry, claim that owing to lack of funds, premises, and the necessary trained personnel, they cannot deal with themselves at present."

"We feel that if you want something badly enough you can do a lot towards getting it yourself—that's part of being a democracy; and we feel that if we can prove to the local authorities that the need for these pre-school age nurseries really is there they will do something about it in the end."

The Ministry, for instance, could perhaps give a start by reopening the thousand or so day nurseries they have closed out of the fifteen hundred which existed at the end of the war.